**Understanding by Design Training and Curriculum Review**

**Elementary**

**Day 1:**

Heidi: 8:00-8:25

* Welcome/Introduction of Presenters/Norms *5 minutes*
* Warm Up of Vocabulary Terms: *10 minutes*
  + “How well you do understand the term?;” participants place little stickies with their names on the Vocabulary Sort charts posted around the room
    - Learning Principles
    - Standards
    - Course Map
    - Transfer
    - UbD
    - Stage 1 – Desired Outcomes
    - Stage 2 – Acceptable Evidence
    - Stage 3 – Learning Plan
    - Enduring Understandings
    - Essential Questions
    - Curriculum
    - Instruction
* Outcomes: Review the outcomes for the entire training on table tents *5 minutes*
* Define and develop an understanding of *learning principles, standards, course map,* and *unpacking* individually and in relationship to each other
  + By writing learning principles
  + By following steps for unpacking standards
* Define and develop and understanding of *Understanding by Design, curriculum, stage 1- desired outcomes, transfer, enduring understanding,* and *essential questions* individually, in relationship to each other, and in relationship to *learning principles, standards, course map,* and *unpacking*
  + By analyzing stage 1 of various unit plans
  + By writing and/or revising stage 1 of each unit
* Define and develop and understanding of *stage 2 – assessment, learning plan,* and *instruction* individually and in relationship to *learning principles, standards, course map, unpacking*, *Understanding by Design, curriculum, stage 1- desired outcomes, transfer, enduring understanding,* and *essential questions*
  + By discussing, determining, and revising or creating additional support documents for stage 2 of each unit

Michael: 8:25-9:25

* Review Learning Principles
  + Use Middle School Social Studies as a model
  + Have participants write own learning principles in small groups on chart paper
  + Gallery Walk
  + Look for commonalities in learning principles (big ideas, themes, or vocabulary) Record first noticings and tally those that repeat in other groups’ lists (blank paper)
  + Believe – Say – Do

Break: 9:25-9:40

Jennifer: 9:40-10:00

* Explanation of how curriculum is created using sketch on document camera that encompasses Standards, Instruction, Curriculum, Finish Line,…..
* Collaborative conversation (strategy to come)

Michael: 10:00-11:00

* Unpacking Standards
* Unpack the standard for a teacher education program in small groups (use doc camera to show standard); Reference the anchor chart and ring chart on process; write on blank paper
* Unpack one of subject area standards from first unit
* Lead Teachers: Verify quality of group work

**How to Unpack Standards**

*Using Taba’s List, Group, Label Strategy*

Step 1: Read the standard closely

* *Do not skim*
* *Look for important themes and vocabulary*

Step 2: Consider what students should be able to understand, know, and do to master the standard

* *Create a* ***list*** *of different concepts/knowledge, skills, and vocabulary*

Step 3: Categorize items on the list into groups by larger themes

* ***Group*** *items that are similar or make sense to go together*

Step 4: **Label** each cluster or group. Write a sentence explaining the relevance of the group.

Lunch: 11:00-12:15

Break out groups: 12:15-1:15

* Participants unpack standards for their first unit
* Lead Teachers: Verify quality of group work

**Tools and Strategies to Help Unpack Standards**

* Remember to keep an eye on the **anchor standards**. Grade-level specific standards are really just the anchor standard unpacked.
* Read the **grade-level** **standards** of the grades before to get a sense of how the standard is building and what students should already be able to do.
* Refer to **DPI’s unpacking documents** to verify your understanding of the standard
* Remember that students may be working on many other standards in addition to the **focus standards**. Only focus standards need to be unpacked.
* Cross check your understanding with other **resources** e.g. course maps, curriculum maps, Units of Study

Heidi/Jennifer: 1:15-3:15

* Stage 1: Learning about Enduring Understandings: 1:15-2:15
  + Immerse in Stage 1 through a Close read of Stage 1 example: *25 minutes*
    - What do you notice about Stage 1 e.g. sections, components, language? (fill in T chart- clear understanding, building understanding, questions)
    - Discuss noticings with small group

**How to Do a Close Reading**

1. Read with a pencil in hand, annotating the text by underlining or highlighting key words and phrases—anything that strikes you as surprising or significant, or that raises questions—as well as making notes in the margins.
2. Look for patterns in the things you’ve noticed about the text – repetitions, contradictions, or similarities.
3. Ask questions about the patterns you’ve noticed – especially how and why. To do so, look back at the text and see what else is going on paying close attention to the evidence, asking questions, formulating interpretations in order to reason toward own ideas.
   * Mini-lesson on Enduring Understanding withbreak out groups looking at enduring understandings and reviewing the guiding questions (reference Jennifer’s Sept. CCSS training) *20 minutes*
   * Close read Module B p. 14-16 *15 minutes*
     + use T chart to verify, clarify, or correct thinking/questions with text and mini-lesson
     + Discuss findings with small group

* Stage 1: Writing Enduring Understandings 2:15-3:10
  + Have participants look at previous work of unpacking the standards.
    - Consider if the student understandings listed are actually *enduring* using the questions posed in the mini-lesson and make any revisions, deletions, or additions
    - Start with 1st unit and move into 2nd unit by unpacking the standards if time permits
    - Lead Teachers: Verify quality of group work

**Questions to Ponder when Determining Enduring Understandings**

* have lasting value/transfer to other inquiries?
* Does it serve as a key concept for making important facts, skills, and actions more connected and useful?
* Does it summarize key findings/expert insights in a subject or discipline?
* Does it require “uncoverage” since it is an abstract and/or often misunderstood idea?
* Does it have many layers and nuances, not obvious to the naïve or inexperienced?
* Do you have to dig deep to really understand its meanings and implications even if you have a surface grasp of it?
* Is it prone to misunderstanding as well as disagreement?
* Are you likely to change your mind about its meaning and importance over a lifetime?
* Does it yield optimal depth and breadth of insight into the subject?
* Does it reflect the core ideas as judged by experts?

Lisa: 3:10-3:30

* Wrap Up: Rendering the Day
  + Each member of the small group thinks of one word, one phrase, and one sentence that captures the learning, aha, or take away of the day, writes it down, and shares with the group.
  + Then, the group comes up with one word, one phrase, and one sentence and records it on provided paper to be added to the gallery before leaving.

**Day 2:**

Heidi: 8:00-8:10

* Take gallery walk of Day 1’s Renderings
* Revisit Stickies
* Welcome *5 minutes*

Jennifer: 8:10-9:15

* Stage 1: Learning about Essential Questions 8:10-8:45
  + Mini-lesson on essential questions
  + use T chart to verify, clarify, or correct thinking/questions with text and mini-lesson
  + Discuss findings with small group
* Stage 1: Writing Essential Questions 8:45-9:15
  + Lead Teachers: Verify quality of group work

Michael: 9:15-10:15

* Stage 1: Acquisition
  + use T chart to verify, clarify, or correct thinking/questions with text
  + Discuss findings with small group
  + Break-out groups: Identify what students will be able to know and be skilled at in 1st unit using unpacking standards work from Day 1
  + Lead Teachers: Verify quality of group work

Break and move to break-out rooms: 10:15-10:30

Break out groups: 10:30-11:15

* Finish writing Stage 1 for 1st unit
  + Lead Teachers: Verify quality of group work

Lunch: 11:15-12:30

Break out groups: 12:30-3:05

* Continue writing Stage 1 for units
  + Lead Teachers: Verify quality of group work

Lisa: 3:05-3:30

* Wrap Up: Triad Inquiry
* Participants “triad up” by getting in groups of 3
* Triplet A: tells something to Triplet B & C that was important from the day’s learning
* Triplet B: paraphrases what he heard Triplet A say
* Triplet C: asks Triplet B to personalize what he paraphrased by stating why what was paraphrased is important to him
* Rotate roles
* Record on chart paper Triplet C responses before leaving

**Day 3:**

Heidi: 8:00-8:10

* Take gallery walk of Day 2’s Inquiry
* Revisit Stickies
* Welcome *5 minutes*

Heidi: 8:10-9:45

* Assessment/Performance Task: *15 minutes*
  + Examine multiple assessment samples with correlating Stage 1; consider what is liked/disliked (fill in chart)
* Classroom Assessment for Student Learning
  + Mini-lesson on 5 domains of Classroom Assessment *20 minutes*
  + Home/Expert Groups on first 3 domains using SQP2RS strategy: break out into the following expert groups; report back to home group using the summary created during SQP2RS *60 minutes*
    - Group A: Assessment for and of Learning p. 29-46
    - Group B: Assess What? Clear Targets p. 53-61 and Assessment Development Cycle p. 106-114
    - Group C: Assess How? Designing Assessments p. 89-104

Break: 9:45-10:00

Break Out Groups: 10:00-10:45

* Evaluate the quality of one of the assessment samples using the Indicators of Sound Classroom Assessment Practice. Rewrite one of the assessments.

Michael:10:45-11:15

* Extreme Makeover: Assessment Edition – Groups share their revised performance tasks

Lunch: 11:15-12:30

Break Out Groups:1:30-3:00

* Work to complete Stage 1 and 2 of first unit including any rubrics and performance tasks; Evaluate the quality of the assessment samples as done earlier before adding to the template

Lisa: 3:00-3:30

* Revisit Stickies
* Complete week 1 evaluations

Need to add this to week 2:

Whole Group by subject area:

* Share units with others planning same subject area. Look for vertical alignment and change